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Revised September 2011
San Marcos Parent-Child Workshop
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Introduction

Welcome to the San Marcos Parent Child Workshop. We are pleased you have joined our group and look forward to getting to know you and your children. To help you get acquainted with the program, we have compiled this handbook.

The SMPCW is a morning preschool and parent education program operating since 1959. The Continuing Education Division of Santa Barbara City College provides the instructor for the parent education course offered at SMPCW. Parents under the supervision of an Early Childhood Instructor and an Assistant Director operate the school. SMPCW is a cooperative preschool. Adult Ed students participate actively one morning a week in the preschool. Adult Ed students must also attend the evening parent education class at the school.

The school also serves as a demonstration laboratory for students from San Marcos High School Child Development classes. Groups of students are assigned to the workshop two or three hours a week with supervision by the SMHS instructor of record for the Child Development class. Children benefit through a special relationship with teens that are big, but not adults. SMHS Early Childhood Instructor supervises these students.

SMPCW provides learning through play. Your children will learn about themselves and the world around them through a variety of activities and materials which will promote intellectual, physical, social and emotional growth. Experiences involve large muscle activities, expressive materials, nature study, dramatic play, music, a story time, and a snack.

Philosophy

SMPCW provides and recognizes partnership with families as an integral part of the community. To support each person's growth, we work toward individualizing our program for children and families. We acknowledge that each person brings different needs, skills, interests, backgrounds and life experiences.

We believe adults and children learn best through active participation with their environment and with others. We embrace a hands-on approach to learning for all ages.

We emphasize the value of parent education for the positive development of the family. We recognize the family to be the most important influence in the child's life and work to support the growth of parenting skills and knowledge.

We support a holistic perspective of human growth and development. Our curriculum is based on promoting children's social, emotional, physical, cognitive, and creative development.

We dedicate ourselves to promoting anti-bias attitudes and practices, and we celebrate all cultures, ages,

roles, and human diversities.

Staff

Instructor: Lea Blackburn M.A.

Lea has been working in the field of Early Childhood Education for the past 36 years as a Director, Parent Educator, faculty member and consultant. Lea earned a Bachelors degree from Cal State Chico and an M.A. in Human Development from Pacific Oaks College.

The Instructor is employed by Santa Barbara City College and the job includes:

1. Instruction of the morning and evening Parent-Child Workshop program for SBCC Continuing Education;
2. Conducting the evening meetings;
3. Insuring that the school complies with all the State Standards;
4. Acting as a representative from SMPCW to other professional agencies;
5. Referral services for participating adult education students.

Assistant Director

Diane Gonzalez is originally from Santa Barbara. She attended UCSB and later SBCC's Early Childhood Education program. Diane worked at Harding School, The Waldorf School of Santa Barbara, and Circle of Friends Children's Center preschools before becoming Assistant Director at SMPCW in January 2004.

The Assistant Director is employed by the SMPCW Board and the job includes:

1. Planning the curriculum for the morning program;
2. Purchasing and securing necessary supplies;
3. Working closely with the Board of Officers, especially the Children's Curriculum Chair and the Vice Chair;
4. Coordinating high school students' and parents' assignments in their work areas;
5. Attending evening meetings;
6. Acting as a representative from SMPCW to other professional groups;

Preschool Structure

SMPCW is a cooperative preschool operated by the parents. The management of the school is the responsibility of a seven-member Board of Officers. The Board is elected in the spring for a one-year term. (For details refer to the SMPCW Bylaws.) All preschool members have the right to vote and hold office. The Board is comprised of the following officers:

Chair

Works with the Assistant Director in facilitating the operation of the school and presides over the Board meetings and the business part of the evening meeting.

Vice Chair

Supervises and coordinates activities and acts in the absence of the Chair.

Secretary

Records Board meeting minutes and conducts all correspondence.

Enrollment

Maintains the membership and schedules the children's and parents' participation days; notify parents of missed classes and workdays.

Tuition Treasurer

Prepares tuition bills, collects and records tuition payments, works closely with Treasurer.

Treasurer

Handles all financial transactions and supplies financial records to the school's accountant for monthly invoice, makes deposits, reports monthly to Leadership Focus group.

Fundraising

Directs and oversees all fundraising activities. Works closely with Auction chair(s).

*A four-member Executive Committee, consisting of the Chair, the Membership Chair, Treasurer, and Assistant Director, is empowered to grant exceptions to the policies set forth in the Bylaws and Handbook. The committee also makes decisions pertaining to leaves of absences, financial aid and deviations from participation requirements. Requests should be made in writing and presented to the Membership Chair. All requests are kept confidential.

PRESCHOOL STRUCTURE Day-to-day operations are the responsibility of the members of the co-

operative. All preschool families are required to participate actively within the co-op administering day-to-day operations . Members may choose to participate in the way that best suits their talents.

Requirements & Policies

ADULT PARTICIPATION REQUIREMENTS

You have chosen San Marcos Parent-Child Workshop for you and your child. You've given the school your trust, and in return you give your commitment. We all work together for the benefit of the child. It is a large commitment - not for everyone, but how people can grow! We need to be able to count on you. **This involvement is not just about number of hours spent, it's an attitude and philosophy!**

Parents enroll in the SBCC Continuing Education Class and attend weekly parent education classes, usually Wednesday evening; a four-hour lab, one morning per week; and an average of one hour per week of supplemental lab activity. All families help with fundraising events during the year. These events provide funds for new equipment, scholarships, and any expenses not covered by tuition.

1. Participating one morning a week as your lab, arriving **promptly** at 8:30 a.m. If you feel set-up may take longer, please arrive earlier. Notice will be given if you are continually late for your workday.
2. Finding a substitute to work for you on your assigned lab day when you cannot work due to illness or other unforeseen circumstance.
3. Attending the weekly evening adult ed parenting class from 7:00 to 9:30 pm as well as participation in supplemental lab activity.
4. Participating in fund-raising activities. Families are expected to share equally in fund-raising activities.
5. Participating in planned clean-up, repair, and paint workshops. Families are expected to share equally in assuming responsibility for maintenance of the school's equipment.
6. Report any injury occurring at school to the Instructor so that parents can be notified. A First Aid kit is available to be used by parents. **Report current childhood illness to Instructor, to notify parents.**
7. Fire and earthquake drills are held periodically throughout the school year. Participating parents should be familiar with the location and use of the fire extinguishers and flashlights.
8. In the event of a major emergency (earthquake etc.) the children will be kept at school with the Directors and participating adults until a parent or designated adult arrives. San Marcos High School is a designated Red Cross Emergency Center.
9. It is the desire of the school to protect the child's self image. Please use these guidelines:

Do not discuss the children in their presence. Avoid using labels of cute, good, bad, etc. Refer to the actions of children rather than their personality. Help children make choices and discover that all choices have consequences.

ENTRANCE REQUIREMENTS

We are licensed for children aged 2.6 to 5 years. Enrolled children must be between the age of 2.6 and the age of entry into kindergarten.

TAG ALONG SIBLING REQUIREMENTS

A child 2 yrs of age may enroll one day per week on his/her parent's workday and be enrolled with immunization records and current physical. A \$5.00 snack fee per month will be charged for your "tag along". **They may not be left alone at school without the parent.**

RECORDS REQUIRED

- Child:**
1. Application Form for each child enrolled in program
 2. Admission Agreement
 3. ID & Emergency Information
 4. Child's Health History-Parent's Report
 5. Physician's Medical Assessment
 6. Consent to obtain medical, dental treatment (or refusal)
 7. Parent's Rights Receipt
 8. Personal Rights Receipt
- Parent:**
1. Parent's Participation Questionnaire
 2. T.B. Test Clearance
 3. Adult Education Enrollment Form
 4. SMPCW Emergency Cards
 5. SBCC Student Conduct Form

Sick Child Policy

It is the goal of the 'school to provide a safe environment for both physical and emotional growth. For this reason these practices are followed:

1. If your child is fatigued, irritable, or exhibits any of the following symptoms, he/she should be kept at home:

- Fever
- nausea, vomiting, or diarrhea
- cramps
- Swollen glands
- cough or runny nose
- open sores
- Headache
- inflamed eyes
- sore throat

2. If a child becomes fatigued or ill at school, the Instructor will call the parent or the person designated on the Medical Emergency Card.

3. For the protection of all children, please observe the following minimum exclusion time:

Fever	Normal temperature for past 24 hours
Colds	3 days from onset
Chicken Pox	Your child may return to school when all scabs have disappeared from the exposed portions of the body and at least 7 days after the first appearance of the pox.
Impetigo	Until sore is healed or under treatment by physician
Strep Throat	Readmission upon approval of physician
Scarlet Fever	Same as for strep throat.
Head Lice	Readmission when the family has been treated and there is no evidence of infestation or nits dead or alive.
Scabies	Same as head lice.

4. If your child contracts a communicable disease please inform the Instructor immediately.

5. Following an illness, children should not return until well enough to resume normal school activities

without restriction.

Substitute Policy

Licensing requirements require a ratio of adults to children. It is important to maintain this ratio for compliance.

If a parent cannot work their assigned lab day they must find a parent substitute to cover the workday for them from the current roster.

Arrangements must be made to repay the parent substitute for the covered day within a two-week period or make special arrangements with the substitute parent for a specific date.

If the workday is not repaid within two weeks or the special arrangements are not repaid as agreed upon, the parent that missed the workday will pay a monetary fee of \$30.00 to the substitute. Failure to pay will result in a probationary action.

Days owed to the school

If a working parent cannot work their assigned lab day and he/she did not find a substitute:

- the parent will owe a day to the school and must work the day within two weeks
- If the parent has not worked the missed day within two weeks then a \$30.00 fee will be billed to the family

Guidance Policy

PHILOSOPHY

Children find security and direction when there is consistent adult guidance and discipline. Children explore, observe, feel, interact, and learn through the process of being involved with people and things in their world. Teachers and parents, in their role of caring for children, model and teach appropriate behavior. Children need to know what we expect from them before they can meet those expectations. Therefore, we expect all adults to use constructive and preventative methods of discipline and to maintain an atmosphere of love, acceptance, and order. This atmosphere is one in which children respect themselves, their peers, and adults--and experience respect and support in return.

TECHNIQUES WE WILL NOT USE

Adults are forbidden from using any corporal punishment, which is defined as the use of negative physical touching. Some examples are spanking, slapping, tapping, pulling ears, arms or hair, pinching, or lifting by one

arm. This list is not all-inclusive. Any infraction of this requirement may result in the immediate termination of the adult using the punishment. Parents may not use physical punishment with their own child at the school.

Also prohibited is any guidance intervention resulting in unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other action of a punitive nature. This includes but is not limited to interference with the daily living functions, including eating, sleeping, or toileting, or withholding of shelter, clothing, medication, or aids to physical functioning.

TECHNIQUES WE WILL USE

- **Prevention:** Adults should plan ahead for possible areas of conflict. Is there enough snack food? Toys? Activity? Do the children know what to expect next? Do they know that everyone will get a turn? Has the school been set up in the best interest of the children? Have the adults explained the basic expectations of the school to each child? Are the expectations reiterated often? We are conscious of not making arbitrary and frequent changes in rules or routine, but let children trust in fair and consistent routine and guidelines. They also learn to expect and receive support and help from adults when conflicts arise.
- **Positive attention:** notice the positive behavior of children. You may comment on it in an objective way, but please avoid praise.
- **Ignoring:** if the negative behavior is trivial, perhaps it will disappear if the adult simply ignores it.
- **Redirection:** remove the child's attention from the disruptive behavior by directing the child to another activity/toy, which is acceptable.
- **Discussion of outcomes:** be sure that the child understands what will happen if he or she persists in an unacceptable behavior. Use words the child understands, with the adult sitting or kneeling at the child's level. The outcome must be appropriate to the behavior being corrected.
- **Talking it out:** if a child hurts another child, after comforting the hurt child, sit down with both children and help each put thoughts and emotions into words. Maintain a calm demeanor, modeling control for the children, and remain impartial.
- At times it may be appropriate for an adult to take a child to a quiet place for further talking or just some time to prepare for returning to positive play. The adult will always stay with or near the child.
- If several attempts at positive discipline fail, and the unacceptable behavior continues, the adult is to inform the instructor or assistant director so that she may provide guidance. It may be that other techniques can be used, or perhaps the child's parents need to be informed to enlist their cooperation in helping the child. The school will ask the parents to attend a conference if, in the opinion of the school, the child is displaying negative behavior, which may require additional professional guidance. The school also reserves the right to dismiss a child if, in the opinion of the school, the child's needs can no longer be met by the school.

This policy reflects one of the goals of the program, which is to help adults expand their skills in child guidance and develop positive ways of interacting with children. We want to help children learn acceptable ways to meet

their needs and to limit rules to those that interfere with the safety and well being of others. In this way, adults increase their ability to be clear and consistent in working with children, and children learn to develop their own inner controls.

Fees & policies cont.

Fees are established at the minimum amount needed to cover the annual operating expenses of the preschool. Expenses include equipment and supplies for the school, snacks for the children, insurance, taxes, and the Assistant Director's salary. The Instructor's salary is paid by the Continuing Education Division of Santa Barbara City College. All current fees are stated in the Admission Agreement. (Included at back of Handbook.)

Membership Fees

An annual, non-refundable membership fee is collected from each family at the time of registration. However, the membership fee will be refunded in the case when there is no space available and the enrolling family declines to be placed on the waiting list.

Tuition and Other Fees

Tuition fees are based on the number of days the child is enrolled in school. Children are enrolled for one, two, three, or four mornings a week, depending upon their ages, and on space available due to licensing constraints. Each family is limited to a maximum of four school days per week, as space permits. The Instructor and Membership Chair must approve exceptions to these guidelines.

- 2. Year olds may attend 1 morning (with parent)
- 2.6-3 year olds may attend 1 - 2 mornings a week
- 3-4 year olds may attend 1 - 3 mornings a week
- 4-5 year olds may attend 1 - 4 mornings a week

Tuition is an annual amount divided into 9 equal payments and due monthly. No adjustment is made due to absences and short months. Tuition payments are due in advance by the 1st of the month and a late fee is assessed on the 6th of the month. The late fee is \$10.00 per month late. A monthly insurance

fee will be assessed per family. Snack fee is charged per child. Snacks are organic as much as is possible.

Probationary Status

Any SMPCW family may be placed on probationary status for not adequately fulfilling its obligations to the school. Only one probationary status will be allowed in a year. If obligations are not met or more than one probationary period occurs per year, the family will be asked to terminate membership.

Termination of Membership

For termination before May 1, two weeks notice must be given to the Director and the Membership Chair. Fees and participation are required during this two-week period. For termination after May 1, full payment is expected to the end of the school year, May and June.

Leaves of Absence

During leaves of absence, financial obligations must be met, but participation is waived. Leaves are intended for extended illness, anticipated medical reasons, or hardship situations within the family. Written request for leaves of absence are submitted to the Executive Committee.

Maternity Leave

There is no change in tuition fees during maternity leave. For families who have actively participated in the school for at least two months, maternity leaves are available. Two months leave from morning participation and six weeks leave from evening participation may be taken. Extensions may be granted by the Executive Committee.

Scholarships

Work exchange scholarship requests are submitted to the Executive Focus group for consideration. Financial hardship must be demonstrated. See the Membership Chair for a scholarship request form.

Mandated Reporting /Child Abuse

The Instructor and Assistant Director are mandated by law to report suspected cases of child abuse or neglect. Penal code 11165 through 11166. Under no circumstances is corporal punishment ever administered by staff or parents at the SMPCW. Physical, emotional or verbal abuse is against the law.

Grievance Procedure

If you have a problem with another adult, or child or program services, we want you to address your needs as quickly as possible. We encourage and expect all parents and staff to address their problem with the person involved first. Gossiping is unacceptable and won't be tolerated at SMPCW. If you cannot resolve the grievance with the person, please see the Instructor, Lea Blackburn. She will hear your concerns and act as a mediator. If the Instructor cannot solve your grievance, the issue can be taken to the Executive

committee of the Leadership Focus Group.

Civil Rights

SMPCW serves families without regard to sex, race, religion, ethnicity, physical capabilities or sexual orientation. It is our policy to refrain from religious instruction or worship. Parents Rights are posted on the office door as required by Community Care Licensing.

Child Attendance

Arrival

School begins at 9:00 am.

Upon arrival at the school children will:

Be greeted for health check.

Be signed in by accompanying adult, who will wait for clearance to leave.

Have their name tags pinned on.

It is important that every participant be signed in. This information is used to determine the number of snack tables and would be used in an emergency to account for all present.

Each parent should plan to stay at school with the child for the first few sessions. It will be up to the parent and Director to determine when the child is ready to be left alone. Do not drop off your child without visual acknowledgement with the Instructor or Assistant Director. We need to know your child is present and who dropped off.

Clothing

Parents and children should wear old clothes, as generous amounts of paint, play dough, and glue are used. Keep a labeled change of clothes in your child's cubby, (shorts, t-shirt, underwear) especially in warm weather.

Field Trips

Field trips are planned many times during the year. Due to insurance and car seat laws, only walking field trips

may be scheduled during school hours and are limited to 2-3 children per parent supervisor. Off-site field trips are scheduled after school hours with each parent responsible for ensuring their own child's transportation and supervision.

Birthday Policy

Sharing a birthday at school can provide special recognition and much pleasure. Your child will be front and center at group time for this special day. SMPCW asks that in celebration you and your child donate a book from the wish list to the school. It can be wrapped like a present and your child will open it and have his family name placed inside as a donation. We will read the book aloud at group time. Your child will receive a homemade crown and pretend cake. He/She will get to sit in the birthday chair and we will sing Happy Birthday to them. **Please do not bring a treat to eat and share for a birthday!** This can get overwhelming with the large number of birthdays celebrated at school and we will ask you to take it home.

Invitations

No written invitations to social events outside of school are to be placed in the children's cubbies. Correspondences (including thank-you notes) can be better placed in parent's mail pockets since not everyone is invited to the same things and this can be upsetting to children. It also allows the parent to decide on attendance before the child is aware of the event.

Pickup

Pickup time is 11:45. It is difficult for parents to continue adequate supervision of many children while attempting to focus on clean-up duties. ***Please note:*** Once you arrive you are responsible for the safety of your child as working parents and directors are focused on cleaning up the school. Please supervise your child and be aware that areas already cleaned up (e.g., blocks, housekeeping, and self-help art) are not open for children's play.

Adult Participation Day

Adult Ed students are responsible for participating one morning a week on a scheduled day. The safe and effective supervision of the school is dependent upon total participation. Make sure you are in good health on your lab day.

Substitutes

If you are unable to come on your scheduled day, it is your responsibility to find another member to attend for you. Your work station must be covered. The following guidelines are intended to aid you in obtaining a substitute:

1. At the beginning of the year a substitute list will be set up and distributed.
2. You may trade your participation day with another parent for their participation day.
3. If you trade for a day your child does not normally attend, he/she may accompany you free of charge.
4. If, after calling through the entire school roster to find a substitute, you are unable to find a replacement, you must notify the Instructor and you will owe a day to the school. This day must be made up within the next two weeks. Failure to make up your day will result in a \$30,00 fee.

Arrival

On your participation day plan to be at school by 8:30 so that the areas are **setup** and **supervised** by 9:00 when the majority of children arrive. sign your child in, and put name tags on.

If you will have a snack table, select your books and put them into a book bag located in the library.

Area Supervision

Check the area participation chart next to the kitchen for your station, and then check the daily curriculum for your area. If you are a substitute, sign in across from the name of the person for whom you are substituting.

Proceed to set up your area. Do not wait for the Assistant Director to give you instructions. All working parents need to read the monthly curriculum concepts so you know what the curriculum focus is for that month. Make sure you have reviewed the area instructions. If you are uncomfortable or unable to participate in the assigned area (e.g., your child is not happy having you out of reach in the kitchen, you are eight months pregnant and want to be off your feet,) you will need to speak with the Assistant Director before changing your area.

During the free play periods, before and after snack time, the children are free to choose their own activities. Organize your area in an inviting way. It is this job which takes creativity on your part but makes the program more interesting for all.

If high school students are assigned to your area, introduce yourself and help them to get started. Constant supervision in your area is your responsibility unless you are relieved by another adult. Give your full attention to the children, avoiding distractions such as conversation with other adults. Engage with them in ways that teach children to use their inquiring minds. Ask open ended questions for them to think about. Allow the children adequate time to solve their own problems, assisting only when necessary. Use positive suggestions to help them reach satisfactory solutions. Ask for assistance from the Instructor or

Assistant if a problem arises you do not feel comfortable with. The Instructor and Assistant will periodically come to your station and model guidance or give you feedback on your interactions with children as this is part of the philosophy of SMPCW to dialogue and learn new ways of becoming a more effective parent. See Guides to Speech and Action.

Snack Time 10:30-11:00

Snack time is meant to be a chance to slow down, refresh and enjoy small group interactions through good nutrition, conversation and story book reading. Children wash hands outside sink or inside bathroom, and join a snack group. Please no more than 6 children at any snack group to insure quality of interactions with others.

Snack procedures are as follows:

Sand area parent supervises a table on patio

Grass area parent supervises hand washing at the children's bathroom.

Woodchip area parent supervises the large table on the chips.

Outside art area parent supervises table on patio.

Library area parent supervises the "fish" snack table

Inside art supervises the snack table in their area.

Snack trays will be delivered to you. Please do not let children get up and down; a roving parent or high school student will bring Seconds to you. All Children must stay near their snack group until 11:00. Parent should read or engage children in conversation. Inside, only the library or block area is open if child is unable to stay at snack group. This is for supervision purposes as well as development of attention span.

3. All children need to clean up after themselves before leaving the snack area. Adults return tray to kitchen and return to your area immediately.

*Before the snack tray arrives, decide who will pass out the napkins and cups.

* Encourage the children to pour their own water, spread the peanut butter, etc., for themselves. Use good table manners. NO grabbing please. Pass food tray.

*Encourage positive attitudes towards all foods, even unfamiliar foods.

*Read stories, if appropriate, while eating to hold interest. Encourage discussion of the morning.

*Encourage the children to put used napkins, cups, and plates in the snack trash can and food scraps in the compost can or worm bin.

*Ask for assistance if necessary.

* Library parent and outside patio parent wipe down tables with damp cloth and sweep under tables.

***Return quickly to your supervision area.**

Clean up with children 11:20-11:30 all stations

Helping in the preparation and clean up of an area is meaningful work for the children and helps build self esteem. Encourage all children to assist in the clean up of school. Leave your area tidy and appealing. Please put all materials back where they belong. If you don't know where they came from, ask the

Assistant Director! The exceptions are any wet materials (e.g., paint brushes, water toys, or things used in the water table). These may be left to drain on the outside black counter.

Group Time 11:30-11:45-younger group 11:20-11:45-older group

This part of the day is our closure for the children. It develops community and offers a wonderful time for observation of children in a group. Children have the opportunity to learn new songs, explore curriculum concepts a little more closely and build on pre-k skills. Children are divided into two groups of younger and older ages. All working parents except the kitchen need to join a group to assist. The Instructor and Assistant Director will plan and lead the groups. If a child is disruptive or having difficulty please help them by sitting close or having them sit in your lap as they participate. Your participation is very important. Sing even if you think you can't. You are the model for the children. We welcome new songs and ideas.

We will have group time in the library for the younger group and on the back patio for the older children as weather permits.

Closing Cleanup - Working Parents 11:45-12:00

*** Workday parents are expected to stay until 12:00 to complete all area cleanups. This is your day to work rather than visit with other parents as they pickup please.**

Block area parent- vacuums all carpeted areas. Vacuum cleaner is located by back door into the high school. If vacuum is full, please empty and clean the filter so it works properly.

Inside Art parent- cleans the bathroom, (see instructions posted in bathroom) and cleans the writing table and materials bookshelf.

Outside working parents-sweep sidewalks and patio, put away any toys left out in the yard, straighten playhouse, close and lock garages and patio sheds.

12:00-12:30- Discussion group with Lea. All workday parents must attend this group.

Development /Fundraising The Development group plans and organizes all development activities.

The Chair attends monthly board meetings until the annual silent auction is over. Members are assigned to teams whose duties include grant writing, corporate sponsorship, event planning, and the school's annual silent auction.

Please note: Tuition covers only part of the school's annual budget. Fundraising pays for many necessary budget items to run the school. All SMPCW families are therefore required to participate fully in major fundraising activities such as the annual silent auction. With the development group's support and leadership, families team up to make these activities a success—while having fun and supporting our children! This group is not a Focus group.

Evening Participation

The evening parent education class is an important part of the Workshop program. Weekly attendance is required. ***If you are not signed in by 7:15, the meeting will be counted as a missed meeting.***

The Continuing Education year is divided into three terms with **two allowable absences per term**. If additional absences occur during a term, they must be made up by attending other approved meetings or lectures. A make-up for a missed meeting must be done within 14 days of the absence and must be reported to the Instructor.

A team of 2-3 members provides refreshments before the meetings. The schedule will appear in the monthly calendar and on our information board. These parents are responsible for doing the weekly laundry, setting up the meeting room, providing refreshments, cleaning up the refreshments after the meeting, and returning the classroom to its original condition.

There are two other Parent-Child Workshops where a missed meeting can be made up: Please see Lea if you chose to make up at another workshop.

Serving Snack, Reading Stories

SNACK EQUIPMENT

Pitcher of water, cups, plate of food, napkins, cleaning cloth, tray, compost bucket

Story, and snack time provides a restful break from the busy activities of the morning. Social conversation at the snack table enhances language development, as do the stories and games. Pictures in the books, games, finger play may generate conversations, or food served for snack. Feel free to do whatever it takes to hold the children's interest.

Parents who are not assigned children's snack tables may enjoy snack together at the black counter.

While visiting is pleasant, it is important to return to your area promptly after snack, especially grass and sand parents.

SET-UP

Inform the children it is time for snack.

The art table, housekeeping, new experiences and puzzle tables need to be cleaned by 10:30.

Wash your hands and inform children to wash their hands.

Pick up books, snacks will be delivered.

Welcome the children to your table as they are seated.

STORY

Introduce everyone at your table, children and adults.

Encourage conversations. Read stories, play a game or do finger plays.

SNACK CLEAN-UP

Clear and wipe the table when all are finished. Sweep under table for scraps.

Throw away used paper products. Return the tray to the kitchen. Separate utensils

Return books to the shelves.

Return your table and chairs to their places.

Resume responsibilities in your area as quickly as possible. Encourage and expect the children to participate in clean up.

San Marcos Parent Child Workshop 2011-2012

Admission Agreement: for student with a child /children enrolled in the parent cooperative early childhood program

1. The San Marcos Parent Child Workshop (herein called SMPCW) is a parent cooperative early childhood program.
2. Children between the ages of 2 years, 6 months to 5 years may attend.
 - 2-year olds and 3-year olds may attend 3 mornings per week.
 - 4-year olds and 5-year olds may attend 4 mornings per week.
 - A sibling, aged 2 years, 3 months may attend on his/her parent's lab day, with the director's permission and if space is available.
 - A family with 2 children may use 6 spaces.
3. SMPCW is open from 9:00 – 12:00, Monday through Friday, except for holidays and school vacations. Parents may sign their child into the school after 9:00 am. Children must be picked

up and signed out by 12:00 pm. The school operates on a term system, with 3 terms in the school year.

4. Admission to the school is granted without distinction to race, religion, culture, national origin, sex, handicap, or marital status.
5. A non-refundable enrollment fee of \$50.00 is required per new family at the time of application. Returning parents are required to pay \$30.00 per enrollment year.
6. Tuition bills will be distributed on the first Wednesday of the month. If a family does not receive their bill, they must contact the incoming treasurer for the correct balance. **Tuition payments are due by the 1st of the month.** After the 6th, a \$10.00 late charge will be levied. If an account is unpaid by the 6th of the second month, the family will be contacted by the incoming treasurer or the director to arrange a payment plan. Tuition must be paid in full at the end of each term. **If tuition remains unpaid, the child(ren) will not be allowed to return for the new term.**
7. Should a family wish to withdraw their child from SMPCW, tuition shall be paid through the end of the calendar month of withdrawal. Full tuition is due for May and June for any withdrawals after April 30.
8. Tuition fees are divided into 9 equal monthly payments. There is no adjustment for illnesses, vacations or short school months. The fee schedule is as follows:
 - \$70.00 per month—1 day per week (tag-along).
 - \$114.00 per month—2 days per week.
 - \$158.00 per month—3 days per week.
 - \$202.00 per month—4 days per week.
 - Fee includes insurance fee of \$11.00 and snack fee of \$15.00.
9. As stated above, SMPCW is a parent cooperative early childhood program. The requirements for parents are as follows:
 - A. Students must enroll in the SBCC Parent Education course #251276 for Fall.
 - B. Enrolled student works at the school one morning per week (this is the lab). Parents working in the lab must arrive at 8:30 am. and stay until 12:30 pm. If a parent cannot fulfill his/her lab responsibility, it is his/her obligation to find a substitute from the parent group.
 - C. Enrolled student attends the parent education class, held each Wednesday night, at the school, from 7:00 – 9:30. These classes are required to be a member of SMPCW. Two absences per term are allowed, with no make-up required. One additional absence per term is permitted, **but it must be made up within the current term. Three absences per term is the limit.** It is the responsibility of each family to assure their attendance at these classes and to approach the vice president when they have a third absence, in order to arrange a make-up activity. Children do not attend the evening parent education classes.
 - D. One parent per family participates in our annual auction, usually held in the spring. This consists of participation on an auction committee, procuring donations, selling tickets and working the day of the auction.
 - E. Parent members participate in school environmental workshops (usually two Saturday mornings per year).

10. If a family falls delinquent with tuition fees or is unable to complete participation requirements, the parents in the family will meet with a representative from the Leadership focus group and may be asked to leave the school or placed on probationary status (one probation per year only).
11. Each parent is responsible for checking his/her child for illness before sending him/her to school. The directors have authority to send home any child they believe is ill. The Instructor must be notified immediately if a child contracts a communicable disease or if a child has allergies. In an emergency, the parent will be called first, and then staff will refer to the emergency form on file. It is the parent's responsibility to maintain current information in the emergency file.
12. The student signing this agreement will receive copies of these documents at registration and agrees to abide by the regulations outlined in them:
 - *The Admissions Agreement.
 - *The San Marcos Parent Child Workshop Handbook.(see website)
13. The parent or guardian signing this agreement understands that the Department of Social Services or licensing agency shall have the authority to interview children, or staff, and to inspect and audit children or facility records without prior consent. The Department of licensing agency shall have the authority to observe the physical condition of the child(ren), including conditions which could indicate abuse, neglect, or inappropriate placement, and to have a licensed medical professional physically examine the child(ren).

Parent Signature _____ Date _____

Area Descriptions

INTRODUCTION TO AREA DESCRIPTIONS

The following instructions are intended as guidelines for parents working in each area of the preschool. In most cases, the safety precautions and suggestions have evolved over the years and reflect the experiences of the participating parents and the Director. These are only guidelines, and much is left to the parents' good judgment, both in matters of safety and curriculum. We want the parents to come in with their own projects when so inclined.

Feel free to take the initiative!!!

The chart below shows the participation areas. If a parent's first assignment is indoors, we try to rotate them outdoors next. Parents will spend four consecutive weeks in each area.

SAND

BIKES

PLAY YARD

GRASS & GUINEA PIGS

OUTSIDE ART & WOODWORKING

INSIDE ART/WRITING TABLE & BATHROOM CLEANUP

BLOCKS & HOUSEKEEPING/DRAMATIC PLAY/MANIPULATIVES

LIBRARY/MUSIC/SCIENCE/COOKING & VACUUMING

* KITCHEN

*Mandatory area. Parents in this area are not assigned children's snack tables.

AREA DESCRIPTIONS

GUIDELINES FOR ALL AREAS

Maintain a safe environment.

Supervise the children in your area closely. Hazardous situations can develop quickly.

If you need to leave your area to use the bathroom, etc., please alert another working parent nearby so they can help supervise your area.

Please do not leave your station for an extended period of time. Outside areas are especially difficult to supervise if understaffed!

Stress the process, not the product, in all art projects.

Encourage cooperative play.

Attempt to use positive statements when giving directions.

Allow children to continue an activity as long as they are interested until clean-up time. Special projects may be photographed or saved (see Diane).

Take children's names and call them when there is a spot for them, if your area is too crowded, (e.g., woodworking, painting, special projects, games, cooking.)

Encourage conversation about the children's activities, if appropriate.

Ask uncooperative children to leave your area and give them the opportunity to try again later

Encourage children to help clean up.

Allow children to run on the grass, not indoors.

Alter or prevent a child's behavior before it gets out of hand.

Avoid contradicting the parent supervising an area when children are present.

If your area loses its interest for the children, change the project.

FEEL FREE TO USE YOUR OWN IMAGINATION IN ALL AREAS'.

SANDBOX

8:30 SET-UP AND SUPERVISION

Always Rake sand first.

Set up the sand area in an inviting way.

Remain open and alert to the ideas of the children.

9:00 GO!

Invite children to join you in the sandbox.

Metal shovels may be used only with close adult supervision and shoes.

The sand stays in the sandbox.

If you are using water in the sandbox, have children take off their shoes and socks. Have them put them on the bench.

Water is obtained from the hose and outside sink faucet. In order to keep sand out of the bathroom sinks, do

not allow children to bring water from the outside to the inside. A bucket may be kept full for children to refill small buckets. Rinse children's hands OUTSIDE before coming in for snack.

10:25 GET READY FOR SNACK

Send children inside who need a change of clothing.

Have children wash their hands for snack at outside sink.

Wash your hands. Go to your snack area and wait for your group.

10:30-11:00 SNACK TIME

- * Allow only 6 children to a snack group.
- * Encourage children to stay in you're area until 11:00.
- * All children need to put their garbage in the trash and fruits and veges in the compost bucket.
- * After snack take tray to kitchen and reshelve books. Wipe down your table.
- * Resume supervision of sandbox

11:15 SAND AREA CLEANUP

- * Encourage and expect the children to help clean up the area
- *Put away all sand equipment and help children sort toys into proper containers.
- *Sweep the sand deck and flagstone walk.
- * Cover sand area fully so cats cannot get in.
- * Join group time at 11:30. Finish any cleanup after group.
- * Check in with Diane before leaving.

SUGGESTIONS TO STIMULATE PLAY

Look in the Parent Resource Library for new ideas. Sand, mud, and water are sources of deep satisfaction to children. Towns, roads, bridges, castles, rivers, dams, etc. may be constructed. A "table" or "kitchen" (using sawhorses, planks and crates) is more attractive than toys dumped on the sand. Make a volcano. Dig large holes, a canal and build mountains. Add play kitchen with water. Use gutters and water table. Use your imagination!

Bikes

The Bike parent brings out and supervises the bike loop.

8:30 SET-UP AND SUPERVISION

- * Bring out trikes, and helmet tub. and keep traffic going in one direction. Caution children to watch for pedestrian traffic.

- * All children must wear bicycle helmets on any wheel toy. Adjust to fit child if not their own helmet.
- * Set out traffic signs and define them for children.
- * Sweep sidewalk periodically to prevent accidents.
- * All bikes are brought back and parked in shed at 11:15.

10:30-11:00 SNACKTIME

- * Send children and yourself to wash hands.
- * Join a snack group to assist.
- * Continue bike supervision until 11:15 for cleanup.

CLEAN-UP AT 11:15 AM

- * Encourage children to help clean up the area.
- * Clean up the play yard along with the play yard parent.
- * All trikes, scooters, wagons etc. must be behind the green line for the garage to close.
- * Return equipment to garages in orderly fashion.

RULES FOR THE BIKE AREA

- * Safety first! Shoes and helmets must be worn while riding.
- * Ride one direction only.
- * Children may ride on back of bike with friend driving.
- * Bikes stay on bike path.
- * Pay attention to speed.
- * Remind children of bike guidelines if they forget.

SUGGESTIONS TO STIMULATE PLAY

- * Have a bicycle repair shop.
- * Set up a bicycle wash.
- * Tie streamers to handlebars.
- * Check parent resource library for new ideas.

Play Yard-Wood-chip Area

The play yard parent sets up a morning activity on the wood chips and supervises this area and the play climbing structure. This area requires close supervision due to climbing, running and jumping.

8:30 SET UP

Use a tarp or red tubs with building or sensory activities(cornmeal, sand and dinosaurs, water, birdseed etc. on the wood chips. Encourage co-operative play. Supervise the climbing structure with an eye to safety. Always keep sight of A-Frame Monkey Bar set up when children are on it.

10:30 Snack Time

Have children wash hands along with yourself.

Sit at snack table in your area and welcome children. Tray will be delivered.

Decide who will pass napkins and cups. No more than 6 children at snack table. Encourage children to stay at snack until 11:00. If child needs to move, direct to the block area or library, not to play yard.

Have children clean up after themselves, use the compost buckets.

Wipe down table when finished, re-shelve books and return to supervise play yard at 11:00.

11:20 Clean up

Have children help straighten return all toys to proper place.

Round up children and join a group time at 11:30 to assist.

11:45 Final Clean up

Sweep sidewalk and put away any remaining toys. Check with Diane before you leave.

Rules for the play yard: Woodchips stay on the ground. Children's climbing should be done safely in prescribed areas on the structure or A Frames and ladder. Climbing on the roof, standing on steering wheel or railings, and pushing others off is not allowed. Individuals may not keep others off. Children may slide down the slide in different ways (lying down, sideways, backwards and face first). Stand close for safety purposes.

Suggestions to Stimulate Play

Use sheets to create forts etc. Make flags to identify what structure is (pirate, space ship, castle)

Help children expand their ideas.

Gutters can be set up through hand holds and use water, cars etc.

Set up pulley between trees with basket to carry toys.

"Paint" the play structure with water, paint brushes or rollers.

Look in Parent Resource Library for ideas and ask children for ideas.

Grass & Guinea Pig

EQUIPMENT: Most found in garages.

The Grass parent supervises the equipment and activities on the grass area north of the sidewalk. This parent is responsible for maintaining a safe environment and encouraging cooperative play in this area.

8:30 SET-UP AND SUPERVISION

- * Set up the grass area in an inviting and challenging way.
- * Create interesting and challenging obstacle courses.

- * Give special attention to busy spots as hazardous situations can develop quickly.
- * Eliminate dangerous situations by rearranging equipment.
- * Zip Line- You may open or close the zip line at your discretion. **Do not hold children up to reach zip line. This is a readiness skill just like the Monkey Bars or climbing structure. They need to reach it themselves when grasping for takeoff. Eye sight must be maintained when children are using this piece of equipment.**

10:30 SNACK No snack table

- *Go to children's bathroom to assist in hand washing with children.
- *Have children line up and take turns in the bathroom, then move them out to a high school student to help them get seated.
- *Send children to wash hands. Wash your hands.
- * Assist with serving snack to the tables
- * Return to grass area at 11:00

CLEAN-UP AT 11:20

- * Encourage the children to help clean up the area.
- * Put away all grass equipment and tie up zip line.
- * Join group time to assist. Finish any cleanup after group and check in with Diane before leaving.
- * Clean Guinea pig cage on Tuesday and Friday; see Diane or Lea for instructions
- * **NO PREGNANT WOMEN MAY HANDLE OR CLEAN THE GUINEA PIGS**

SUGGESTIONS TO STIMULATE PLAY

Set up an obstacle course using planks, blocks, boxes, ladder, balance beam, benches. Watch out for children with slippery soled shoes.

Encourage the children to help make a train, bus, airplane, or store with small blocks. These blocks are designed without holes so that the children will use shoulder and back muscles to move them.

Build a tent with blankets.

Bring some string from home and let the children walk around the yard stringing a giant spider web.

Outside Paints & Woodworking

The Paint/Woodworking parent works to provide a creative environment, allowing the children freedom of expression with a minimum of direction. Your own ideas are expected here.

EQUIPMENT (In Red Metal Box) & locked tool closet & Art shed.

8:30 SET-UP Decide whether you will be working at **Woodworking table or painting activity**. Collect and set up all materials for activity and arrange them in appropriate area: paints, easels, carpentry tools and tables as needed. **Goggles and shoes must be worn when using carpentry tools of all types.** Encourage

children to wear aprons, but do not force them.

- * Encourage children to learn how to use the tools.

Never leave the tools unsupervised-EVER!

- * Limit the number of children working in this area to 4 or 5.
- * Keep the tool cabinet closed.
- * Ask children if they want their name on project and where.

Paints:

- * Ask child if you may write name and the date on the paper before they begin painting.
- * Allow the children to experiment with the paints.
- * Let children paint as long as they wish.
- * Hang completed work on the fence or clothesline to dry.
- * Encourage conversation about colors, textures, shapes, etc., but do not offer advice, label or ask children what they are painting.
- * Do not do paintings yourself. **Stress the process, not the product.**
- * **Do not allow high school students to paint! That is modeling art for children.**

CLEAN-UP AT 10:20 A.M.

- * Put paints and brushes in outdoor sink to wait for final cleanup etc.
- * Pick up book bag and go to your snack table on the patio and wait for your group. Tray will be delivered to you.

10:30 SNACK TIME

- * Allow 5-6 children at your snack table. Serve snack and ask children to pass and use good manners.
- * Encourage children to stay at snack until 11:00. If child is finished before 11:00, they may **use only the block area or library area until snack is over at 11:00.**
 - * Have children clean their space using the trash and compost buckets.
 - * Return tray to kitchen and re-shelve books.

11:00 Final paint or woodworking cleanup.

- * After snack, begin final paint or woodworking cleanup.
- * Thoroughly wash all brushes, gadgets used in paint area. Leave on black counter to dry.
- * Clean or wipe down paint containers, put easels and paints away.

- * Put all woodworking tools and materials in proper place and lock woodworking cabinet.
- * Sweep patio and set up carpet squares if weather permits.
- * When finished join yard for cleanup and assist with group time. Check in with Diane before leaving.

SUGGESTIONS: Think ahead and plan for your day in this area.

- * Try not to use an activity already done that week.
- * Use curriculum concept of the month.
- * Use a variety of painting tools and colors of paint.
- * Carry over a wood projects for painting next time.
- * Use large roll out paper for murals or body tracings.
- * Ask for ideas if you don't feel creative.
- * Make it fun and exciting. If it's boring to you, it will be boring to kids.
- * Have children create a large box sculpture with boxes, tubes and paint.

Inside Art & Writing Table (bathroom cleanup)

The Art parent is responsible for the indoor projects table. Check ahead of your shift In the Parent Resource

Library for Ideas, bring in or set up any project you've been wanting to see or look at the curriculum possibilities posted by the station chart. **This is one of the busiest areas so stay alert.** Be creative. Take the initiative and be on time so that you are all set up no later than 9:00! Generally, do the cut & glue projects before snack and then something with easy cleanup.

8:30 SET UP AND SUPERVISION OF THE INDOOR PROJECT TABLE

***Open windows!** Opener is inside office doorway.

*Set out a variety of writing materials at writing table.

* Gather materials for art table and set up the project you have chosen as quickly as possible.

9:00 GO!

*Instruct children only in the basic ideas of the project, such as a stitching technique, etc. Offer additional help only if a child asks.

*Print the children's names and the date on the back of their work.

*Encourage older children to do their own cutting, punching, stapling, etc.

* Ask the children to place their completed projects in their cubbies or set aside to dry and sort after snack.

10:20 Clean up and put away project on table. Put paint, glue and collage materials on yellow counter until final cleanup at 11:15. Pick up around writing table. Ask children to wash hands. Wash your own hands.

10:30 -11:00 SNACK TIME

*Use the round table. Get book bag, snack tray will be delivered.

* Decide who will pass cups and napkins.

* **Model good manners such as; please, thank you, please pass the fruit etc.**

* Keep children at snack table until 11:00 If possible. If someone is finished, the block and library are the only areas they may go to until snack is over at 11:00. All children need to cleanup their own space using trash and compost buckets.

* Return tray to kitchen and re-shelve books, wipe down the table and sweep under it.

* Be aware of the children's bathroom and offer assistance when needed.

11:20 CLEAN-UP

* Sweep the area around the project table.

* File projects in the children's cubbies, if needed.

* Join a group time to assist.

SUGGESTIONS TO STIMULATE PLAY

* Make the area inviting to the child. Do not make anything with form for the children to imitate. Do

not suggest they make a specific object.

* Collage materials include: seeds, pinecones, pods, leaves; shells, rocks; fabric scraps, feathers, sequins, yarn; foam shapes, egg shells, corks, coffee stir sticks, lids; Wood chips, large wood pieces, fabric boards.

Think ahead and use the Parent Resource Library for new ideas.

If you absolutely cannot think of a project, check the Curriculum Possibilities for suggestions first, then Diane.

11:45 Final Cleanup/ Bathroom - Instructions for cleaning the bathroom are posted in the bathroom. Supplies are located in the white locked cabinet next to the changing table. Buckets, mops, brooms are located in the locked cabinet outside on the patio. Do not use the Kitchen mop.

12:15- Discussion group

Blocks, Housekeeping area & Manipulative table

The Block parent supervises the block area and housekeeping area and manipulative table with a minimum of direction and encourages constructive play. Materials for blocks are located in the block area and in the cabinets under the fish tank. Manipulatives are located in the cabinets under the front windows.

8:30-10:30 SET-UP AND SUPERVISION

- * Feel free to change (rotate) some of the toys in the area. There are many replacement toys.
- * Stimulate interest in play by sitting on the floor in the block area and starting to play. As the children take over, quietly withdraw from the play.
- * Try to provide individual building space, as needed.
- * Keep the area uncluttered and inviting to the children.
- * All blocks need not be put away for snack, but tidy up a little so area is safe and children won't be distracted.

10:30-11:00 Snack Time

- * Ask children in you're area to wash hands and wash your own.
- * Supervise the inside hand washing in the bathroom.
- * Allow only 5 children in the bathroom at a time. Ask others to wait outside the bathroom door.
- * After all children have washed, join an inside snack group.
- * After snack return to block area to supervise.

11:15CLEAN-UP

- * Encourage children to help pick up the area.
- * Special projects may be photographed.
- * Put all blocks away according to size and shape.
- * Return other toys to the appropriate places.
- * Join a circle time to assist.

RULES FOR THE BLOCK AREA & MANIPULATIVE TABLE

- * Blocks and block area toys stay in the block area.
- * Children may not interfere with another child's project.
- * Encourage sharing and problem solving between children.
- * No throwing or hitting with blocks, no making weapons with blocks.
- * If used, repack the play dough in a plastic bag and put all other equipment used in the correct container.
- * Wipe off table with soapy water.

11:45 Final Cleanup

Housekeeping/Dramatic Play

If we have more than 6 parents on a day, we can assign a parent to this area. The Housekeeping/Dramatic Play parent supervises the children playing in the housekeeping area and fosters imaginative play with a minimum of direction. Many children play in this area every day. New dress up material is under the inside black counter. See Lea or Diane for other prop equipment.

SET-UP AND SUPERVISION

Stimulate interest by suggesting or starting play in the area. As the children take over, quietly withdraw from the play.

11:15 CLEAN-UP/ Library parent

- * Encourage the children to help pick up the area.
- * Restore area to be appealing & inviting for the next day: Dress the dolls, straighten clothing, beds, dishes.
- * Straighten house area, organize hats and shoes and set table.

RULES FOR THE HOUSEKEEPING/DRAMATIC PLAYAREA

- * Dolls may be taken out of the Housekeeping area.
- * Dress-up clothing may be worn around the school, but children should be informed that it is their responsibility to return them.
- * Housekeeping dishes and utensils stay in the Housekeeping area. They are not to go outside in the sand.

SUGGESTIONS TO STIMULATE PLAY

This area could become a firehouse, space station, or office.

The table may be set for lunch in a restaurant.

Dinner may be prepared and served.

Break out the special projects kits located in the library area.

Make a grocery store, post office, doctor's office, etc.

Use the weekly theme for ideas on set up.

Library/Music/Science & Cooking table (vacuum)

The Library/Music parent provides an appealing atmosphere for enjoying and discovering the world of books, music, and games and science and cooking.

8:30-10:30 SET-UP AND SUPERVISION

Decide what area you will be focused on (library, science, cooking or music)

Set out a floor puzzle. Be available to offer assistance as children work on puzzles.

Be available to read to the children, encouraging them to select the books.

Set up games when appropriate and modify the rules of the games to suit the ages of the children playing.

Spend at least 15 minutes each day on a planned music activity.

Check the activity book for ideas. Activities need not be complicated.

Follow a noisy period with a quieter, more relaxed time.

Do not allow the instruments to go outside without your supervision.

10:30-11:00 SNACKTIME

* Wash your hands and encourage children to do the same. Sit at the round table next to the fish tank.

* Allow 5-6 children at the table. Decide who will pass out napkins and cups. Encourage children to stay until 11:00. Please model good table manners. When finished, wipe table and sweep under table. Return books to shelves.

11:15 FINAL CLEAN-UP

Return all books instruments, games, tapes and CDs to their proper places. Vacuum all carpet areas, library, block area, house corner, front entry. The parent in this area is responsible for vacuuming the carpets in the library, block area, entry and housekeeping area.

Vacuum is located at the back entrance to the high school. Empty the contents and filter after vacuuming. Don't leave a dirty vacuum for the next person please.

SUGGESTIONS TO STIMULATE PLAY

Sit in the rocking chair. It's a great place for reading to 1 or 2 children.

Listen to song or story tapes.

Sing familiar songs slowly and repeat them. Try Old MacDonald variations. (Old MacDonald had a kitchen, band, vehicle, etc.)

Encourage spontaneous movement to music using scarves.

Use a blank tape in the cassette player to record the children singing or talking. They love to hear themselves.

Play a musical instrument for the children.

Organize a band and parade the grass area.

Listen to a Book on Tape.

Encourage a puppet show.

Use flannel boards for flannel stories. Write children's stories verbatim.

Get out a picture and have them tell a story about it.

Cooking Activity

EQUIPMENT AND ACTIVITIES

Cooking projects

The LIBRARY parent supervises cooking and special activities. This area needs to be closely coordinated with the assistant director. Plan well ahead when you are to work here. Make sure the cooking project is well set up NO LATER THAN 9:00!

8:30 SET-UP AND SUPERVISION

Set up the materials required for the project.

10:20 SNACK TIME PREPARATION

Inform children that it's time to get ready for snack.

Put away materials and equipment.

COOKING PROJECTS:

When cooking with children, you must get all ingredients together before children participate. Orange trays in the kitchen work well to gather materials. If using a hot skillet or electrical appliance, never leave it unattended, ever! Work quickly to get prepared before children start arriving. Sugar is discouraged except at holiday food preparations, keep it healthy and organic.

Allow no more than 5 children at a time when cooking.

Bring all necessary utensils from kitchen.

Ingredients are either in refrigerator or cabinet outside kitchen.

All participants, parents & children, must wash hands first!(Repeat as necessary.)

Allow children to do as much measuring, stirring, and forming as possible.

Supervise carefully!

Suggestions: Scramble eggs; make smoothies; peanut butter; tortillas; muffins; pasta (machine needed); pizza; fruit salad, butter, frozen yogurt; trail mix; snack on a string; cinnamon rolls; shaved ice – see Diane!
Encourage children to take turns.

CLEAN-UP AT 10:25

If the project is still drawing children and will not be in the way of snack tables it can be resumed after snack. If you clean up now, make sure everything goes back where it came from – **neatly**. You may bring out something easy to clean up after snack or help supervise busy outdoor or indoor areas wherever you are most needed. Final Clean up at 11:15.

Kitchen

The Kitchen parent is responsible for preparing a beverage tray for adults, preparing and serving snack trays for children and adults, and cleaning the kitchen. It is a crucial position so please come in early to acquaint yourself with the procedures and storage of items.

SET-UP

It is essential that good health standards are practiced in the preparation of food. Please assess your own health and wash your hands frequently during the morning.

Place water pitcher and glasses tray on black counter.

Put away clean dishes from the day before.

Set up snack trays to include:

Cups (6) & Napkins (6)	Pitcher for water	Compost Bucket
Food plate Basket	Dry cloth (to wipe spills)	Utensils as needed

WATER

Fill small pitchers 3/4 full just before serving trays using the filtered water from the refrigerator pitchers.

FOOD PREPARATION

Check menu (posted on cabinet) and prepare foods indicated. Do not over or under-use ingredients.

If menu items are substituted, note on the menu for the next person. Leave note for nutrition committee.

Check with Lea or Diane for number of snack trays to prepare for the day.

Wash all fruits and vegetables.

Keep all food in strips or slices to prevent choking.

Prepare the most perishable foods last e.g., apples, pears, bananas. (Cut apples can be placed in a bowl of water to preserve.)

If dip is to be served, make it early so it can set.

Place crackers, chips and nuts in small baskets to be served after the fruits and vegetables.

Place raisins, sunflower seeds in small paper cups, one per tray.

Ask Lea or Diane for help, if needed.

SNACK TIME: Food is served at 10:30.

Check the allergy chart for children's food allergies and alert parents at the appropriate snack table.

Wait to serve until all children are seated. Serve the fruit/veggie tray first, then the carb/protein tray 5 or 10 minutes later.

Hand the tray to the parent at each table. Explain unfamiliar foods.

Relax and enjoy the snack at the adult table.

Refill pitchers at the tables as needed.

CLEAN-UP

Discard leftover food from trays into compost bin (Fruits, veges, crackers, bread), NO PROTEIN, DAIRY.

Dishwashing Procedure: Required by Licensing

Fill the two plastic tubs with warm water and add 1/4 C. sanitizer to one tub.

Fill sink with hot soapy water.

1. Wash items used in hot soapy water.
2. Rinse In the tub with sanitizer.
3. Rinse in clear water.
4. Allow to air dry.

Store foods in covered containers to prevent ants and mice!

Wash counters, stove and shelves thoroughly with Kitchen counter cleaner under the sink.

Jot down any items which become depleted or nearly depleted.

Sweep and mop the floor well to prevent ants.

Hang wet cloths on drying rack outside.

ASK YOUR CHILD TO HELP EMPTY THE COMPOST IN THE WORM BIN AT THE END OF YOUR DAY. They love this!

All food items going out of the kitchen must be disposed. Do not save leftovers.

SUGGESTIONS

Leave some work for parents & children to do at tables: cut bananas, spread crackers with peanut butter, etc. We want children to learn self help skills!

